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ABSTRACT

This pamphlet outlines an attempt to provide an instrument by which the linguistic background of Welsh children can be measured. In a group of Welsh-speaking children there are different degrees of Welshness, and it is essential, for educational purposes, that the degrees of Welsh linguistic background be estimated. The two versions of the Welsh Linguistic Background Scale, one in English and one in Welsh, are included, and instructions for their administration are given both in English and Welsh. Instructions for scoring follow. The validity and reliability of the scale have been tested and confirmed. The results from such tests would aid in student placement, later in job placement, and in the standardization of intelligence and attainment tests. Apart from its use as a necessary tool for research, the scale is recommended as a practical guide for teachers and others who are concerned with school organization. (Author/TL)

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UNIVERSITY COLLEGE OF WALES
ABERYSTWYTH

FACULTY OF EDUCATION

A WELSH LINGUISTIC BACKGROUND SCALE

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Pamphlet No. 2

UNIVERSITY COLLEGE OF WALES
ABERYSTWYTH

FACULTY OF EDUCATION

A WELSH LINGUISTIC BACKGROUND SCALE

WELSH GAZETTE, ABERYSTWYTH

3

FOREWORD

In Pamphlet No. 1 of the Collegiate Faculty of Education, "A Review of Problems for Research into Bilingualism and Allied Topics," the general field of bilingual investigation was mapped. The second Pamphlet outlines an attempt to provide an instrument by which linguistic background can be measured as indicated on Page Five of Pamphlet No. 1. The Introduction will give an account of this attempt and its purposes.

The work was done by Miss M. E. Gwenda Rees, M.A., under the direction of Mr. A. Pinsent, Advisory Officer. In the preparation of this pamphlet I have, on behalf of the Faculty, to thank particularly Dr. Hywela Saer, and Mr. Dyfnallt Morgan.

IDWAL JONES.

March 1954. Dean of the Faculty.

Introduction

IN the schools of Wales at present, increasing attention is being given to the language problem of children who come from Welsh-speaking homes. This problem is particularly acute at schools which are situated in mixed-language areas. Many such schools organize parallel classes for Welsh and English children. It is not always easy to decide in which group a child should be placed; because the solution of such a problem calls for a criterion which is as coldly objective as possible, this scale is offered as a contribution towards the meeting of that need.

Its use, however, does not end there. It is also a valuable, indeed an indispensable tool for educational research, for example, in the standardising of intelligence tests or attainment tests in Welsh. For this purpose, the use of a population of so-called Welsh-speaking children, selected without some objective criterion, would lead to wildly inaccurate results. Statistical validity depends, among other things, on the homogeneity of the group which is tested. A group of Welsh-speaking children is not necessarily homogeneous; there are different degrees of Welshness. For that reason, it is essential that the different degrees of Welsh linguistic background of individuals even within a Welsh group should be estimated. If it is found by experiment that degree of Welsh linguistic background affects scores on standardised tests to a significant extent, then the norms of performance in any test must be adjusted for differences in Welsh linguistic background. The same argument applies with equal force, if educational retardation (or acceleration) in Welsh "bilingual" children is in question.

As a check on the validity of this scale, one of Dr. A. F. Watts' vocabulary tests was adapted into Welsh. A close connection was found between attainment in Welsh vocabulary as measured by the test, and degree of Welsh background as measured by the Scale. This result was obtained on a population of 328 children, of 9 and 10 years of age, at 13 schools in Glamorganshire.

Mr. Dyfnallt Morgan, the Research Assistant of the Collegiate Faculty of Education at Aberystwyth, carried out a further experiment designed to test the **reliability** of the Scale when administered to groups of children under ordinary school conditions, as indicated in the section of this pamphlet entitled Instructions for Administration. (To say that the Scale is **valid**

is to say that it actually measures what it is intended to measure; to say that it is **reliable** is to say that it will produce the same, or nearly the same, result on two separate occasions). The method adopted was to test the same population of school children (all between the ages of 10 and 13 years) twice, with an interval of two months between the two occasions. The results were treated statistically, and were found to give a correlation coefficient of 0.977. This means that the Scale has a high degree of reliability in the the age-group 10 to 13 years. In all probability, group administration would prove satisfactory with children between 9 and 10 years of age, although this has not been tested. Below that age, however, individual rather than group administration is likely to prove the more efficient.

The Welsh Linguistic Background Scale is an adaptation of a schedule devised by Dr. Moses Hoffmann of Columbia University. It is less elaborate than the original, in that it is designed to measure the extent, not of so-called "bilingual" background, but rather of specifically Welsh linguistical background.

Quite apart from its use as a necessary tool for research, it is recommended as a practical guide for teachers and others who are concerned with school organization. It can help to simplify such tasks as the following—

(a) The establishment of a child's mother-tongue on admission to the Infants' School (not always an easy task in a mixed language area).

(b) The placing of a child in a Welsh or English group on entry to the Junior School, or at any subsequent stage in his school career.

(c) The decision as to whether a child should answer Welsh or English papers at the examination for allocation to Secondary Schools.

(d) The decision as to whether a child should pursue Welsh as a first or a second language in Primary or Secondary School.

(e) To determine whether a child at the school leaving stage could reasonably apply for work where a knowledge of Welsh is required.

Finally, although such a scale as this is not infallible, it is at least a step towards a more objective and quantitative assessment of Welsh linguistic background than has obtained hitherto. Any suggestions from teachers for its improvement would be welcomed and appreciated by the Faculty of Education at Aberystwyth.

Welsh Linguistic Background Scale

INSTRUCTIONS FOR ADMINISTRATION

The time taken for administration varies from 25 to 40 minutes according to the age etc. of the children who should be seated at separate desks, or well apart, to obviate risk of copying.

Care should be taken to avoid any inflection of voice or form of words that might suggest to the children a motive for over-estimating or under-estimating the use of either Welsh or English in their homes. This investigation is an attempt to discover facts rather than opinions.

1. It is suggested that, normally, the Scale should be administered in English to children taught mainly through the medium of English, and in Welsh to children taught mainly through the medium of Welsh. (Cases may, however, arise where it is advisable to leave the choice of language to the child. When necessary, the children should be divided into two groups according to the medium of instruction, and each group dealt with separately).

2. Before the papers are distributed, say to the children: "This is not a test or an examination; I only want you to answer some questions about the use of the Welsh language in your homes. You must answer every question by yourself, and answer it carefully and truthfully."

3. See that each child has a pencil, and have a supply of spare pencils at hand. Distribute copies of scale, one to each child.

4. Front Page. Tell children to fill in Name, Boy or Girl, School, Class (or Form), Age (last birthday).

5. Tell children to write "Yes" or "No" in answer to the question "Does your father understand English?" Similarly for the next four questions.

6. Make sure that all the children have completed the front page correctly.

7. Say: "Now turn over and look at the second page. In answering most of the questions you have no writing to do. You see that each question has five answers printed. You must draw a line under one of the five, and only one.

" Now look at the blackboard, and I will show you how to do this. Suppose the question was ' Does your teacher speak to you in Welsh?' Here are the answers (Print on blackboard)—

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

" If you draw a line under **NEVER,** it means that your teacher never at any time speaks to you in Welsh.

" If you draw a line under **SOMETIMES,** it means that your teacher speaks to you in Welsh now and then, but not as much as in English.

" If you draw a line under **OFTEN,** it means that your teacher speaks to you in Welsh about as much as in English; about half the time in Welsh, and about half the time in English.

" If you draw a line under **MOSTLY,** it means that your teacher speaks to you in Welsh much more than in English.

" If you draw a line under **ALWAYS,** it means that your teacher speaks to you in Welsh all the time, and in nothing but Welsh."

Now select a few pupils at random and ask each one in turn, " How would **you** answer the question on the blackboard? Come out and draw a line under the true answer."

(Rub out line before asking next child).

8. Say next: " Now look at question 1 on the paper. Do these people speak to you in Welsh ?: Father, mother, brothers and sisters. Let us take **father** first. Does your **father** speak to you in Welsh? How often **does** your father speak to you in Welsh?

NEVER SOMETIMES OFTEN MOSTLY or ALWAYS?

Choose, or pick out, the true answer and draw a line under it, but if you have no father, don't answer this question." (See that no child underlines more than one answer).

" Let us take **mother** next (Proceed as for father, making the necessary changes).

" And now let us take **brothers and sisters."** (The final sentence in this case should be, "If you have no brothers and sisters at all, don't answer this question.")

9. Such full explanations as the above are not likely to be required for the remaining questions. Do not, however, allow the pupils to proceed at their own speed; read each item out, and

Enw .....Bachgen neu Merch.....

Ysgol .....Dosbarth neu Safon.....

Oedran.....

I'W LANW OS YN ANGENRHEIDIOL:

ENW	*Oed-ran*	*YSGOL*
BRODYR—		
1		
2		
3		
4		
CHWIORYDD—		
[redacted]		
2		
3		
4		

A ydyw eich TAD yn deall SAESNEG ? .....

A ydyw eich TAD yn deall CYMRAEG ? .....

A ydyw eich MAM yn deall SAESNEG ? .....

A ydyw eich MAM yn deall CYMRAEG ? .....

A ydych CHWI yn deall SAESNEG ? .....

"WELSH GAZETTE," ABERYSTWYTH

(1) A fydd y bobl yma yn siarad Cymraeg a chwi ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Brodyr a Chwiorydd ...	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(2) A fyddwch chwi'n siarad Cymraeg a'r bobl yma ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Brodyr a Chwiorydd ...	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(3) A fydd eich TAD yn siarad Cymraeg a'r bobl yma ?

Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Brodyr a Chwiorydd ...	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(4) A fydd eich MAM yn siarad Cymraeg a'r bobl yma ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Brodyr a Chwiorydd ...	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(5) A fydd eich BRODYR a CHWIORYDD yn siarad Cymraeg a'r bobl yma ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(6) A fydd y bobl yma yn darllen papur newydd Cymraeg ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Chwi (eich hunan)	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

Ysgrifennwch ar y llinellau hyn enwau'r papurau newydd Cymreig y bydd y bobl yma yn eu darllen .....

(7) A fydd y bobl yma yn darllen unrhyw lyfrau Cymraeg ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Chwi (eich hunan)	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

Ysgrifennwch ar y llinellau hyn enwau rhai o'r llyfrau Cymraeg a ddarllenodd y bobl yma eleni .....

(8) A fydd y bobl yma yn ysgrifennu llythyrau yn Gymraeg ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Chwi (eich hunan)	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(9) A fyddwch chwi'n derbyn llythyrau Cymraeg yn eich tŷ chwi ?

BYTH WEITHIAU YN AML RHAN AMLAF BOB AMSER

(10) A fydd y bobl yma yn mynd i Gapel neu Eglwys ble y mae'r gwasanaeth yn Gymraeg ?

Tad	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Mam	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER
Chwi (eich hunan)	BYTH	WEITHIAU	YN AML	RHAN AMLAF	BOB AMSER

(11) A fydd Cymraeg yn cael ei siarad yn eich Ysgol Sul chwi ?

BYTH WEITHIAU YN AML RHAN AMLAF BOB AMSER

(12) A fyddwch yn gwrando ar raglenni radio Cymraeg yn eich tŷ chwi ?

BYTH WEITHIAU YN AML RHAN AMLAF BOB AMSER

(13) A fyddwch chwi'n siarad Cymraeg wrth chwarae ?

BYTH WEITHIAU YN AML RHAN AMLAF BOB AMSER

(14) A oes yna lyfrau Cymraeg yn eich tŷ chwi ?

DIM RHAI LLAWER Y RHAN FWYAF Y CWBL

Name .....Boy or Girl.....

School .....Class or Form.....

Age.....

TO BE FILLED IN IF REQUIRED:

NAME	*Age*	*SCHOOL*
BROTHERS—		
1		
2		
3		
4		
SISTERS—		
1		
2		
3		
4		

Does your FATHER understand English ? .....

Does your FATHER understand Welsh ?.....

Does your MOTHER understand English ?.....

Does your MOTHER understand Welsh ? .....

Do YOU understand Welsh ? .....

"WELSH GAZETTE," ABERYSTWYTH

(1) Do these people speak to you in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Brothers and Sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(2) Do you speak to these people in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Brothers and Sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(3) Does your FATHER speak to these people in Welsh ?

Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Brothers and Sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(4) Does your MOTHER speak to these people in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Brothers and Sisters	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(5) Do your BROTHERS and SISTERS speak to these people in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(6) Do these people read any newspaper in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
You (Yourself) ...	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

Write on these lines the names of any newspapers in Welsh which you, your father, or your mother read.

.....

.....

.....

.....

.....

(7) Do the following read any books printed in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
You (Yourself) ...	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

Write on these lines the names of any books in Welsh which any of the above people have read lately. .....

(8) Do the following write any letters in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
You (Yourself) ...	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(9) Are letters in Welsh received in your home ?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(10) Do the following attend Church or Chapel where the service is held in Welsh ?

Father	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
Mother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
You (Yourself) ...	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

(11) Is Welsh spoken in your School ?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(12) Are wireless programmes given in Welsh listened to in your home ?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(13) Do you speak Welsh when you are playing ?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

(14) Are there any books printed in Welsh in your home ?

NONE SOME MANY MOST ALL

allow no child to go on to the next item until the whole group is ready.

10. When question 14 is reached, say " Now look at the last question, number 14. I will show you how to answer it, because it is not quite the same as the others. You must draw a line under **one** of the answers. Here they are (print on blackboard)—

NONE SOME MANY MOST ALL

" The question asks you ' Are there any books in Welsh in your home?'

" If you draw a line under **NONE,** it means that there is not one book written in Welsh in your home.

" If you draw a line under **SOME,** it means that there are a few books in Welsh in your home, but more books in English.

" If you draw a line under **MANY,** it means that about half the books in your home are in Welsh, and about half in English.

" If you draw a line under **MOST,** it means that in your home there are more books in Welsh than in English.

" If you draw a line under **ALL,** it means that all the books in your home are in Welsh, there is not even one in English.

" Now draw a line under the true answer about the books in your home."

11. Collect Papers.

12. Add the following information on the front page—

(i) (after child's age) **date of birth** taken from register.

(ii) **Father's occupation.**

(iii) **Mother's occupation** (if working outside the home).

Graddfa Cefndir Ieithyddol Cymreig

CYFARWYDDIADAU I ATHRAWON

At weinyddu'r prawf hwn, y mae eisiau o 25 i 40 munud—yn ol oedran y plant. Dylent eistedd ar wahan i'w gilydd, er mwyn osgoi'r demtasiwn o gopio.

Rhaid osgoi unrhyw bwyslais, mewn goslef neu mewn geiriau, a awgrymo reswm i'r plant dros orbwysleisio neu danbwysleisio siarad Cymraeg neu Saesneg gartref. Cais sydd yma i ddarganfod ffeithiau yn hytrach nag opiniynau.

1. Awgrymir y dylid, fel rheol, weinyddu'r prawf yn Saesneg i blant a hyfforddir yn bennaf drwy gyfrwng Saesneg, ac yn Gymraeg i'r plant a hyfforddir yn bennaf drwy gyfrwng y Gymraeg. (Gall mai doeth weithiau, wrth gwrs, fo gadael y dewis i'r plentyn. Pan fo angen, rhanner y plant yn ddwy adran, yn ol eu hiaith, a thrafod y ddwy ar wahan i'w gilydd).

2. Cyn dosbarthu'r papurau, dyweder wrth y plant: "Nid prawf neu arholiad yw hwn; yr wyf am i chwi ateb cwestiynau ynglyn a siarad Cymraeg yn eich cartrefi. Rhaid i bob un ohonoch ateb drosto'i hunan, a hynny'n ofalus ac yn onest."

3. Gofaler bod gan bob plentyn bensil, a chadwer stoc ychwanegol wrth law. Dosbarther y copiau o'r "raddfa," un i bob plentyn.

4. Y Tudalen Blaen. Dyweder wrth y plant am ysgrifennu'r Enw, Bachgen neu Ferch, Ysgol, Dosbarth ac Oedran (pen-blwydd diwethaf).

5. Dyweder wrth y plant am ysgrifennu'r ateb "Ydyw" neu "Nac Ydyw" i'r cwestiwn: "A ydyw eich tad yn deall Saesneg?"

6 Sicrhaer bod pob plentyn wedi cwblhau'r tudalen blaen yn gywir.

7. Dyweder: "Yn awr, trowch drosodd ac edrychwch ar yr ail dudalen. Nid oes rhaid i chwi ysgrifennu dim wrth ateb y mwyafrif o'r cwestiynau Gwelwch fod pum ateb wedi eu printio'n barod i bob cwestiwn Rhaid i chwi dynnu llinell o dan un, a dim ond un, o'r pump.

"'Nawr, edrychwch ar y bwrdd du. Mi ddangosaf i chwi sut i wneud hyn. Bwriwch mai hwn oedd y cwestiwn: 'A fydd eich athro yn siarad Cymraeg a chwi?"

Dyma'r atebion (Printier hwy ar y bwrdd du yn un rhes).

6

BYTH WEITHIAU YN AML

RHAN AMLAF BOB AMSER

"Os tynnwch linell o dan **BYTH,** golygir na fydd eich athro, ar unrhyw achlysur, yn siarad Cymraeg a chwi.

"Os tynnwch linell o dan **WEITHIAU,** golygir bod eich athro yn siarad Cymraeg a chwi ambell waith, ond nid mor aml ag yn Saesneg.

"Os tynnwch linell o dan **YN AML,** golygir bod eich athro yn siarad Cymraeg a Saesneg a chwi yn gyfartal nwy neu lai, tua hanner yr amser yn Gymraeg a thua hanner yr amser yn Saesneg.

"Os tynnwch linell o dan **Y RHAN AMLAF,** golygir bod eich athro yn siarad Cymraeg a chwi y rhan fwyaf o'r amser, a Saesneg ddim ond am ychydig o'r amser.

"Os tynnwch linell o dan **BOB AMSER,** golygir bod eich athro yn siarad Cymraeg a chwi yn wastad, a dim ond Cymraeg."

Dewiser nifer o ddisgyblion ar antur a gofynner i bob un yn ei dro: "Sut y byddech **chwi** yn ateb y cwestiwn ar y bwrdd du? Dewch allan a thynnwch linell o dan yr ateb cywir."

(Dilëer y llinell cyn gofyn i'r plentyn nesaf).

8. Dyweder yn nesaf: "Edrychwch ar Gwestiwn 1 ar y papur. A fydd y bobl hyn yn siarad Cymraeg a chwi? : Tad, mam brodyr a chwiorydd. Cymerwn **tad** yn gyntaf. A fydd eich **tad** yn siarad Cymraeg a chwi? Pa mor aml y bydd eich tad yn siarad Cymraeg a chwi?

BYTH WEITHIAU YN AML

Y RHAN AMLAF neu BOB AMSER?

Dewisiwch yr ateb cywir a thynnwch linell odano, ond os nad oes tad gennych, peidiwch ag ateb y cwestiwn hwn. (Gofaler na thynno unrhyw blentyn linell o dan fwy nag un ateb).

Cymerwn **mam** yn nesaf (Trafoder hwn eto yn yr un modd a chyda tad).

Ac yn awr cymerwn **brodyr a chwiorydd.** Os nad oes brodyr a chwiorydd gennych o gwbl, peidiwch ag ateb y cwestiwn hwn."

9. Diangen, yn ddiau, fydd esbonio mor fanwl gyda gweddill y cwestiynau. Atalier y disgyblion, serch hynny, rhag cyflymu ymlaen eu hunain; llefarer pob eitem, a chadwer pob unigolyn rhag mynd yn ei flaen nes bo'r dosbarth cyfan yn barod.

7

10. Wedi cyrraedd hyd at gwestiwn 14, dyweder: "Yn awr, edrychwn ar y cwestiwn olaf, rhif 14. Dangosaf i chwi sut i'w ateb, oblegid **nid** yw hwn yr un fath yn union a'r lleill. Rhaid i chwi dynnu llinell o dan **un** o'r atebion: dyma 'nhw (printier hwynt ar y bwrdd du)—

DIM RHAI LLAWER Y RHAN FWYAF Y CWBL

Y cwestiwn yw: 'A oes llyfrau Cymraeg yn eich ty chwi?'

"Os tynnwch linell o dan **RHAI,** golygir bod rhai llyfrau Cymraeg, ond bod mwy o rai Saesneg yn eich tŷ chwi.

"Os tynnwch linell o dan **LLAWER,** golygir bod oddeutu hanner y llyfrau yn eich tŷ chwi yn llyfrau Cymraeg ac oddeutu hanner yn llyfrau Saesneg.

"Os tynnwch linell o dan **Y RHAN FWYAF,** golygir bod mwy o lyfrau Cymraeg nag o lyfrau Saesneg yn eich tŷ chwi.

"Os tynnwch linell o dan **Y CWBL,** golygir mai llyfrau Cymraeg yn unig sydd yn eich tŷ chwi. Nid oes cymaint ag un Saesneg.

"'Nawr tynnwch linell o dan yr ateb cywir am y llyfrau yn eich tŷ chwi."

11. Casgler y papurau.

12. Ychwaneger y wybodaeth ganlynol ar y tudalen blaen—

(i) (ar ol oedran y plentyn), **dyddiad ei eni,** o'r gofrestr.

(ii) **Gwaith neu swydd y tad.**

(iii) **Gwaith neu swydd y fam** (os yw yn gweithio oddicartref).

Instructions For Scoring

Mark each answer as follows, according to the word underlined by the child—

NEVER, 0 **SOMETIMES, 1** **OFTEN, 2**

MOSTLY, 3 **ALWAYS, 4**

Add up the child's total marks, and express as a percentage of his possible marks thus—

$$\frac{\text{Total Marks}}{\text{Possible Marks}} \times 100, \text{ to the nearest whole number.}$$

If a child answers all 29 questions, his "Possible Marks" are 29 x 4, or 116. If this child's Total Marks are (say) 83, his score is

$$\frac{83}{116} \times 100 = \frac{8300}{116}$$

$$116 \overline{)\,8300.00}\quad 71.55$$

812

180

116

640

580

600

= 72, to the nearest whole number

Similarly, if a child answers 25 questions and his Total Marks are (say) 19, his score is

$$\frac{19}{25 \times 4} \times 100 = \frac{1900}{100} = 19$$

Thus, in general, a child's score is

$$\frac{\text{Total Marks}}{(\text{No. of questions answered}) \times 4} \times 100,$$

to the nearest whole number.

N.B. (a) In marking, **disregard** any answer in which more than one word has been underlined .

(b) In marking Question 6 (newspaper), papers in which there is a column or a page of Welsh are not classed as Welsh newspapers. Only those are meant which are written entirely in Welsh.